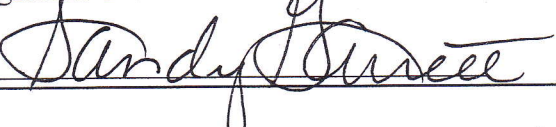


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Oklahoma State Department of Education</p>	<p>Applicant's Mailing Address: Oklahoma State Department of Education Attention: Dr. Cindy Koss 2500 N. Lincoln Boulevard Oklahoma City, Oklahoma 73105</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Dr. Cindy Koss</p> <p>Position and Office: Assistant State Superintendent, Office of Standards and Curriculum</p> <p>Contact's Mailing Address: Dr. Cindy Koss 2500 N. Lincoln Boulevard Oklahoma City, Oklahoma 73105</p> <p>Telephone: (405) 521-4514</p> <p>Fax: (405) 521-2971</p> <p>Email address: Cindy_Koss@sde.state.ok.us</p>	
<p>Chief State School Officer (Printed Name): Sandy Garrett</p>	<p>Telephone: (405) 521-3301</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: 4-7-10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

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PART I: SEA REQUIREMENTS

SECTION A: ELIGIBLE SCHOOLS

The following list identifies each Tier I, Tier II and Tier III eligible school in Oklahoma. Oklahoma has elected not to identify newly eligible schools, made eligible by the Consolidated Appropriations Act, 2010. LEAs with Tier I and Tier II schools will receive their funds from the Title I 1003(g) ARRA and Regular 1003(g) School Improvement Grants. The LEA may apply for funds ranging from \$50,000-\$2,000,000 per each Tier I, Tier II and Tier III school annually for up to three years. LEAs with Tier III schools will be funded according to rank order and the availability of the SIG funds.

LEA Name	NCES ID #	School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Tulsa PS	403024	Gilcrease MS	403024002280	X					
Crutch PS	400915	Crutch ES	400915000386	X					
Oklahoma City PS	402277	Douglass MS	402277002354	X					
Tulsa PS	403024	Clinton MS	403024001601	X					
Oklahoma City PS	402277	F.D. Moon Academy ES	402277001126	X					
Oklahoma City PS	402277	U.S. Grant HS	402277001139	X			X		
Tulsa PS	403024	East Central HS	403024001607	X			X		
Tulsa PS	403024	Nathan Hale HS	403024001653	X			X		
Tulsa PS	403024	Will Rogers HS	403024001679	X			X		
Tulsa PS	403024	Central HS	403024001596	X			X		
Tulsa PS	403024	Daniel Webster HS	403024001596	X			X		
Atoka PS	400336	Atoka HS	400336000084		X				
Colcord PS	400825	Colcord HS	400825029663		X				
Tulsa PS	403024	Memorial HS	403024001650		X				
Wetumka PS	403243	Wetumka HS	403243001797		X				
Wewoka PS	403246	Wewoka HS	403246001801		X				
Millwood PS	402008	Millwood HS	402008002068		X				
Jay PS	401569	Jay HS	401569000736		X				
Kiefer PS	401650	Kiefer HS	401650000768		X				

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Porum PS	402484	Porum HS	402484001307		X				
Watts PS	403186	Watts ES	403186001761			X			
Erick PS	401104	Erick ES	401104000525			X			
Vinita PS	403129	Hall-Halsell ES	403129001730			X			
Oklahoma City PS	402277	Coolidge ES	402277001125			X			
Oklahoma City PS	402277	Emerson Alternative ES	402277002325			X			
Oklahoma City PS	402277	Rockwood ES	402277001181			X			
Oklahoma City PS	402277	Willow Brook ES	402277001207			X			
Oklahoma City PS	402277	Jefferson MS	402277001150			X			
Oklahoma City PS	402277	NE Academy Health/Sci/Engineering MS	402277001167			X			
Oklahoma City PS	402277	Oklahoma Centennial MS	402277002405			X			
Oklahoma City PS	402277	Santa Fe South MS	402277002386			X			
Oklahoma City PS	402277	Star Spencer HS	402277001192			X			
Okmulgee PS	402280	Okmulgee ES	402280001211			X			
Tulsa PS	403024	McClure ES	403024029789			X			
Tulsa PS	403024	Byrd MS	403024001591			X			
Tulsa PS	403024	Lewis and Clark MS	403024001636			X			
Tulsa PS	403024	Franklin Youth Academy MS	403024002662			X			
Muskogee PS	402097	Muskogee 7 th & 8 th Grade Center	402097000599			X			
Jay PS	401569	Jay MS	401569000737			X			
Oklahoma City PS	402277	Rogers MS	402277001182			X			
Oklahoma City PS	402277	Roosevelt MS	402277001183			X			
Oklahoma City PS	402277	Taft MS	402277001196			X			

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Union PS	403060	Briarglen ES	403060001701			X			
Oklahoma City PS	402277	Webster MS	402277001202			X			

DEFINITION OF PERSISTENTLY LOW ACHIEVING SCHOOLS

Tier I Definition of Persistently Lowest Performing Schools

These schools were identified based on the following definitions.

Tier 1

Persistently lowest achieving schools include:

- (a) Any Title I school in improvement, corrective action, or restructuring that –
 - (i) Is among the lowest achieving five Title I schools in improvement, corrective action, or restructuring in Oklahoma; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years.

To determine the schools among the lowest achieving five Title I schools in improvement, corrective action, or restructuring, the following process was used:

1. All Title I schools in improvement, corrective action, or restructuring were ranked based on the percent of students scoring Proficient or Advanced on the 2008-2009 state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 35 and the school with the highest percent proficient received a score of 1.
2. All Title I schools in improvement, corrective action, or restructuring were ranked based on the percent of students scoring Proficient or Advanced for five years (2003-04, 2004-05, 2005-06, 2006-07, 2007-08) on the state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 35 and the school with the highest percent proficient received a score of 1.

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3. Because it is more difficult for high schools to show progress over a number of years since only one reading and one mathematics test used for AYP determinations are administered in high schools, elementary schools were given additional points. Elementary schools were assigned an additional 35 points, and high schools were assigned an additional 0 points.
 - a. Elementary schools are schools serving no students in grades 9-12.
 - b. High schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
4. Total points for each Title I school in improvement, corrective action, or restructuring were determined by multiplying the points assigned in step 1 by 1.5, adding the points assigned in step 2, and adding the points assigned in step 3.
5. Schools were ordered based on their total points. The five schools with the highest total points were identified.

To determine the high schools that have had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years, the following process was used:

1. High schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
2. The graduation rates used for AYP determinations of all Title I high schools in improvement, corrective action, or restructuring were averaged for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09).
3. All Title I high schools in improvement, corrective action, or restructuring with an average graduation rate less than 60 percent were identified.

Tier 2

Persistently lowest achieving schools include:

- (b) Any secondary school that is eligible for, but does not receive, Title I funds that –
 - (i) Is among the lowest achieving five percent of secondary schools in Oklahoma that are eligible for, but do not receive, Title I funds; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years.

To determine the schools among the lowest achieving five percent of secondary schools in Oklahoma that are eligible for, but do not receive, Title I funds, the following process was used:

1. Five percent of the 182 secondary schools that are eligible for, but do not receive, Title I funds is 9 schools.

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2. Secondary schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
3. Only secondary schools that tested a minimum of 30 students on the state reading and mathematics tests used for AYP determinations in 2008-09 were considered. This minimum number was determined based on the reliability of scores as approved in Oklahoma's Accountability Workbook. This eliminated 87 schools from consideration.
4. All secondary schools that are eligible for, but do not receive, Title I funds that meet the requirement in step 3 were ranked based on the percent of students scoring Proficient or Advanced on the 2008-2009 state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 95 and the school with the highest percent proficient received a score of 1.
5. All secondary schools that are eligible for, but do not receive, Title I funds were ranked based on the percent of students scoring Proficient or Advanced for five years (2003-04, 2004-05, 2005-06, 2006-07, 2007-08) on the state reading and mathematics assessments used for AYP determinations. These percents included all students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 95 and the school with the highest percent proficient received a score of 1.
6. Total points for each secondary school that is eligible for, but does not receive, Title I funds were determined by multiplying the points assigned in step 4 by 1.5 and adding the points assigned in step 5.
7. Schools were ordered based on their total points. The nine schools with the highest total points were identified.

To determine the high schools that have had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years, the following process was used:

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1. High schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
2. The graduation rates used for AYP determinations of all high schools that are eligible for, but do not receive, Title I funds were averaged for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09).
3. There were no high schools that are eligible for, but do not receive, Title I funds with an average graduation rate less than 60 percent.

Tier 3

All Title I schools in improvement, corrective action, or restructuring not already identified for Tier 1 or Tier 2 were identified for Tier 3.

SECTION B: EVALUATION CRITERIA- An SEA must provide the criteria it will use to evaluate the information set forth in the LEA's application.

Part 1-Section B

The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding. The requirements described in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Oklahoma will expect the implementation of LEA reform models to occur at the **beginning** of the 2010-11 school year.

(1) The SEA has assured the LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention model using the following process:

Oklahoma will require each LEA to address and demonstrate the requirements of this section. The information will be submitted in the LEA application for a 1003(g) school improvement grant. The SEA will evaluate the information provided to the extent to which the LEA analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school by requiring the LEA to complete a comprehensive needs assessment as part of the application process for each Tier I, Tier II and Tier III school it elects to serve with SIG funds.

To meet the requirements of this part, the LEA must:

- Analyze multiple sources of data based on *Oklahoma's Nine Essential Elements Performance Indicators* (See Appendices). which may include, but is not limited to student and staff profiles; student achievement data; curriculum analysis data, state and local assessment data; instructional practices inventories; focus walks; school culture

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surveys; student, family and community surveys and demographic information; professional growth and development inventories and evaluations,; leadership evaluations; organizational charts and job description; previous budgets and resource allocations; and results of previous annual plan reviews and updates and provide in its application a detailed summary of this analysis.

- Identify, based on the results of the data analysis and needs assessment, an intervention model for each Tier I and Tier II school the district elects to serve and demonstrate in the application and provide a narrative describing the correlation between the results of the data analysis, needs assessment report and chosen model.
- The LEA will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

The following rubric will be used by the SEA to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> • Data sources used in analysis or summary of analysis is nonexistent. • The identified model is not supported by the data analysis or needs assessment. 	<ul style="list-style-type: none"> • Few data sources (2-3) were used in analysis or analysis is lacking. • The identified model is partially supported by the data analysis and needs assessment. 	<ul style="list-style-type: none"> • Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis based on School Profile indicators in the LEA application. • The identified model is fully supported by the data analysis and needs assessment.

2. The LEA will have the opportunity to demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

LEAs should consider school, district and community capacity when selecting an intervention model as each intervention model requires unique responsibilities of those involved. The criteria the OSDE will use to evaluate the LEA's capacity to fully and effectively implement the selected intervention in each school will be evaluated according to the indicators listed below:

Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been 	All Models

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determined.	
Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. 	All Models
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	All Models
<ul style="list-style-type: none"> The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. 	All Models
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. 	All Models
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	All Models
<ul style="list-style-type: none"> The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has plans to add at least an hour of additional instructional time per day, or adopt alternative/extended school-year calendars that add time beyond the additional hour of instructional time per day for each identified Tier I and Tier II school to be served. 	Transformation
<ul style="list-style-type: none"> The LEA has established an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with SEA 	Turnaround, Transformation, Restart

<p>staff to discuss progress of schools. Turnaround Teams and/or Turnaround Program Contact are highly knowledgeable educators who specialize in school improvement, understand culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</p>	
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	All Models
<ul style="list-style-type: none"> The LEA has completed a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II and Tier III schools. 	All Models
<ul style="list-style-type: none"> The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	School Closure
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	All Models
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	All Models

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application. 	<ul style="list-style-type: none"> Most of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. 	<ul style="list-style-type: none"> All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.

(3) LEA budgets includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III school throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

LEAs will be required to submit a separate budget narrative and budget pages for each identified school the district elects to serve. The LEA will be evaluated according to the extent it meets the criteria for this part listed below:

- The budget narrative must describe, in detail, the needs of the particular school in implementing all required components of the chosen model, a description of proposed initiatives, services, and/or materials, and the responsibility of the LEA and the school for timely distribution of funds during each year of the grant.
- The budget narrative must also describe in detail, how the LEA will meet and fund the additional requirements of this grant:
 - Establish an LEA based Turnaround Office or Turnaround Officer(s) that will responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
 - Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
 - Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served;
 - Provide additional training on the chosen intervention model and process aligned to the chosen model for new teachers that join turnaround schools after the start of implementation;
- Summary budget pages and justification pages for each school for each year of the grant will be required. A summary budget page and justification page will also be required of the district which includes totals of all schools in each function/object code and additional initiatives, services, and materials that will be provided at the district level.
- Budgets submitted must match the number of designated schools and be aligned to the models selected for each school. Budgets should not be less than the minimum amount of \$50,000 and should not exceed the maximum allowable amount of \$2,000,000 for each Tier I and Tier II school identified during each of the three years over the period of availability of the grant (2010-2011; 2011-2012; and 2012-2013).
- Budgets submitted for Tier III schools should not be less than the minimum amount of \$50,000 and should not exceed the maximum allowable amount of \$2,000,000 for each Tier III school identified during each of the three years over the period of availability of the grant (2010-2011; 2011-2012; and 2012-2013).
- LEA budget must be signed by the LEA Superintendent and the designated financial officer.

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.** Additionally, budget summary and justification pages will be reviewed by the SEA Title I Office for accuracy.

Level I	Level II	Level III
<ul style="list-style-type: none"> • None of the required budget criteria are adequately addressed. • None of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has not funded the required components of the chosen intervention model. 	<ul style="list-style-type: none"> • Most of the required budget criteria have been adequately addressed. • Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has sufficiently funded most of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources. 	<ul style="list-style-type: none"> • All required budget criteria have been adequately addressed. • All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has sufficiently funded all of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.

Part 2-Section B

The requirements included in this section are actions that the LEA may have taken prior to submitting a grant application. It is likely the actions will be undertaken after approval of the grant application. The LEA is required to provide information regarding the following with relation to each Tier I and Tier II school it elects to serve:

- 1) The LEA will complete an Action Plan for each school it elects to serve in Tier I and Tier II specifically addressing how the **design and implementation of interventions will be consistent with the final requirements** of the chosen intervention model and submit the Action Plans to the SEA as part of the LEA application. Action Plans will include a description of the action steps necessary for implementation, a timeline for implementation, and a list of persons responsible for the actions and a description of the following additional factors.

Additional factors the SEA will consider when evaluating the LEAs commitment to the design and implementation of the final requirements of the selected intervention model(s) include:

- The LEA has staff in place with the credentials and capacity to design and implement the selected intervention model(s) while still meeting local needs;
- The LEA has committed time and resources to adequately facilitate the design and ongoing implementation of the selected intervention model(s);
- The LEA has an ongoing diagnostic process in place that will inform the design and implementation of the selected intervention model(s); and
- The LEA has demonstrated adequate capacity, as defined in Part 1 Section B of this application, to implement the selected intervention model(s).

The following rubric will be used by OSDE to evaluate each requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> • The Action Plan is not complete or does not provide adequate information regarding the intervention model. 	<ul style="list-style-type: none"> • The Action Plan adequately addresses most of the requirements of the intervention model. 	<ul style="list-style-type: none"> • The Action Plan fully addresses all the requirements of the intervention model which includes the timeline, person responsible and specific actions including the additional factors identified above.

2) The LEA will develop a written procedure/policy to **recruit, screen, and select external providers**, if applicable, to ensure their quality and submit this written process with the LEA application. The written procedure/policy must include the following steps:

- Analyze the LEA/school operational needs and articulate specific goals and expectations for the provider;
- Research and prioritize available providers which may include contacting other LEAs that have used the provider;
- Engage parents and other stakeholders in the review and selection process;
- Evaluate the external provider's progress toward goals and expectations; and
- Define consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

The LEA will also submit in the application, a detailed justification for the selection of external providers that takes into consideration the needs of the identified Tier I and Tier II schools to be served. The justification must include the following criteria:

- History of success working with the LEA, school or a particular population;
- Alignment of external provider and existing LEA services or initiatives;
- Capacity of external provider to serve the identified Tier I or Tier II school and its selected intervention.

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The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has not developed a written procedure/policy for recruiting and selecting external providers and no procedure/policy exists. 	<ul style="list-style-type: none"> The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the bullet points identified above. 	<ul style="list-style-type: none"> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that fully addresses each requirement identified in the bullet points above.

3) The LEA will complete an Integration of Services chart showing how the LEA and school will align **other resources with the interventions** and submit this chart as part of the LEA application. Resources LEAs may consider when completing the Integration of Services chart include:

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Stipends for teachers attending professional development Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Registration and travel for teachers attending National Conferences and Workshops Salary for instructional facilitator to provide ongoing professional development and coaching
Title II, Part D	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Instructional technology to be integrated into core subjects Increased capacity of current data system to

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		promote use of data by all teachers
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Professional development in strategies for English Language Learners
Oklahoma State AAA Program	Turnaround, Transformation, Restart	The AAA program became effective in Oklahoma law, July 1, 2005. The program provides monetary awards to qualified school employees that attain the: 1) highest overall student achievement and 2) the highest annual improvement in student achievement as measured by the Academic performance Index (API) in each of five groups based upon Average Daily membership. The law provides for the determination of the school sites in each of the five groups that achieve the highest score for categories one and two mentioned above.

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has integrated no resources to support the selected intervention model. 	<ul style="list-style-type: none"> The LEA has integrated limited resources (1-2) to support the selected intervention model. 	<ul style="list-style-type: none"> The LEA has fully integrated multiple (3 or more) resources to support the selected intervention model.

- 4) The LEA will describe how it has or plans to modify its practices or policies, if necessary to enable it to implement the interventions fully and effectively and submit the narrative with the LEA application. Examples of policy changes LEAs may adopt include:
- Providing flexibility in hiring practices at the school site;
 - Scheduling protected collaborative planning time;

- Changing the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit-recovery programs)

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> • The LEA has provided no policy change to enable schools to implement the selected intervention model. 	<ul style="list-style-type: none"> • The LEA has changed some policy or policies to match the necessary requirements of selected intervention(s) to enable schools to implement interventions. 	<ul style="list-style-type: none"> • The LEA has changed policy or policies to match the necessary requirements of selected intervention(s) or altered policies that will affect the implementation of the selected intervention(s) as appropriate.

5) The LEA will provide a plan for **sustaining the reforms after the funding period ends** and submit the plan as part of the LEA application. LEAs must provide evidence of the following indicators:

- All stakeholders, including school staff, parents and members of the larger community, were involved in the planning phase and will share leadership throughout implementation;
- There are written plans in place for transition including staffing, funding, exit of external providers (including Charter Management Organizations and Education Management Organizations) and changes in leadership;
- The LEA has in place a strategic planning process that utilizes Oklahoma's Ways to Improve School Effectiveness (WISE) Web-based planning and coaching tool.
- The LEA has a system of formative and summative data collection in place.
- Other funding sources are available or are being actively sought to enable the school to continue initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain the reform and a budget has been created to coordinate federal, state, and local funding to continue the intervention model.

Sustainability will be measured in the LEA submitted application based on the description of factors such as the use of professional development to sustain the implemented strategies to improve student achievement including the description of the use of the train the trainers model as appropriate. The establishment of scheduling and processes that allow for teacher collaboration and teaming that produces more effective and efficient delivery of instruction will be an additional factor. A description of the plan for more effective and efficient communication strategies to involve parents and community will be a factor as well.

LEA application. **Note that a Level III in all areas must be met before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has addressed none of the indicators of sustainability. 	<ul style="list-style-type: none"> The LEA has addressed a few (3 or less) of the indicators of sustainability. 	<ul style="list-style-type: none"> The LEA has fully and thoughtfully addressed all the indicators of sustainability.

In addition, the LEA will be required to address its commitment to utilize the School Support Teams and Educational Leadership Coaching, as applicable and its commitment to attend all required SEA school improvement meetings and conferences including, but not limited to:

- What Works in Schools: Phase I and II
- Pre-Data Retreat Leadership Meeting
- Summer Data Retreat
- 1003(g) Implementation Meetings

SECTION C: CAPACITY- The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

Once the SEA determines the schools eligible to receive funds under the 1003(g) competitive funds, the LEA will be contacted by the SEA. The LEA will receive all information regarding the requirements of the four intervention models and the requirements in the LEA application. Further, the LEA will be informed that it must serve each of its Tier I and Tier II schools using one of the four intervention models, unless the LEA lacks the capacity to serve all schools identified as Tier I and Tier II.

If after SEA review of the claim of Lack of Capacity and the required Capacity Chart below, the SEA determines an LEA has more capacity than it has claimed, the SEA will:

1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Tier I and Tier II schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

The Oklahoma State Department of Education will use the chart also included in Part 1, Section B, (2) to determine district capacity.

Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing 	All Models

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leadership for each requirement of the intervention has been determined.	
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. 	All Models
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	All Models
<ul style="list-style-type: none"> The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. 	All Models
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. 	All Models
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that involves all stakeholders and supports the selection and implementation of the chosen model. 	All Models
<ul style="list-style-type: none"> The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has plans to add at least an hour of additional instructional time per day, or adopt alternative/extended school-year calendars that add time beyond the additional hour of instructional time per day for each identified Tier I and Tier II school to be served. 	Transformation
<ul style="list-style-type: none"> The LEA has established an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with the SEA to discuss progress of schools. Turnaround Teams and/or Turnaround Program Contact are highly knowledgeable educators who specialize in school improvement, understand 	Turnaround, Transformation, Restart

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culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
• The LEA has completed a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II and Tier III schools.	All Models
• The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	School Closure
• The LEA completes the grant application within the timelines set forth in the application.	All Models
• Assurances are signed and submitted with the application.	All Models

The SEA will also consider the following factors, as applicable:

- The commitment of the LEA, school staff, parents and community to the implementation of the intervention model;
- The history of service provided by the LEA to the schools over a number of years;
- The number of central office staff members;
- The availability of other district resources; and
- The number of schools identified as Tier I or Tier II within the LEA.

This information will be reviewed by a state review team.

SECTION D: DESCRIPTIVE INFORMATION

(1) Oklahoma's process and timeline for approving LEA applications is as follows:

Upon approval of the SEA application, the SEA will commit to the following timeline for approving LEA applications:

Action Step	Date
1. SEA will distribute the LEA grant applications to all eligible LEAs via email and postal mail.	April 16, 2010
2. SEA will provide a technical assistance meeting for all LEAs that intend to submit an application.	April 20, 2010
3. The SEA will provide a videoconference for technical assistance	April 27, 2010

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with guidelines and applications.	
4. Time will be provided for the LEAs to develop applications, and receive technical assistance from the SEA via videoconference, technical assistance meetings, and other trainings as necessary.	April 16 – May 14, 2010
5. Original copy of LEA application is due to the SEA.	May 14, 2010
6. SEA panel will review the application and feedback will be provided to the LEA.	May 14 - 21, 2010
7. LEA applications will be approved by the Oklahoma State Board of Education.	May 27, 2010
8. All approved LEAs will be posted on the OSDE Website.	June 7, 2010
9. Initial Implementation Meeting	June 8, 2010
10. 2010-2011 School Year Implementation of Selected Intervention(s)	2010-2011 School Year

(2) The SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s school improvement grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the indicators in Section III of the final requirements is as follows:

The initial goals of the Tier I and Tier II schools will be approved within the LEA application for 1003(g) school improvement grant funds. Goals will be evaluated on the extent to which they are SMART: sustainable, measurable, attainable, results-driven, and time bound. Additionally, the SEA will provide information and technical assistance to LEAs in creating SMART goals.

The SEA will use the following rubric to evaluate the initial goals established by the Tier I and Tier II schools. **Note that a Level III must be met before approval can be granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time bound. 	<ul style="list-style-type: none"> Goals include fewer than 2 components of SMART goals: specific, measurable, attainable, results driven, and time bound. 	<ul style="list-style-type: none"> Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time bound.

The SEA has established two methods of ongoing monitoring and evaluation of goals for Tier I and Tier II schools. The SEA will perform School Support Team (SST) visits at each Tier I and Tier II school receiving 1003(g) funds, based on priority need. The primary function of the SST visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. In addition, schools identified in Tier I and Tier II will be required to utilize Oklahoma 1003 (g) Application

Oklahoma's Web based planning tool, Ways to Improve School Effectiveness (WISE). This online planning and coaching tool will allow the SEA and SST to continuously monitor progress towards goals. The coaching feature of this online system also provides opportunity for the Tier I and Tier II schools to communicate with their assigned Educational Leadership Coach and the SEA.

The SEA also has in place a process to annually review the extent to which the LEA has met its goals and to determine whether to renew an LEA's application. Three times a year, the LEA will submit a School Improvement Status Report (SISR) for each Tier I and Tier II school receiving school improvement grant funds. This report will require the LEA to report on progress toward the goals and provide supportive documentation as evidence of progress. In this report, LEAs must report progress being made toward established goals and provide additional data to the SEA including, but not limited to:

- Number of minutes within the school year;
- Participation rate on state assessments by student subgroup;
- Dropout rate, if applicable;
- Graduation rate, if applicable;
- Student attendance rate;
- Number of students enrolled in advanced coursework or dual enrollment classes, if applicable;
- Discipline incidents;
- Truancy rate;
- Distribution of teachers by experience and student achievement; and
- Teacher attendance rate.

The SEA will review the SISRs to evaluate annually the progress the LEA has made toward established goals by using the following process:

- The SEA will review the initial goals established by the LEA.
- The SEA will collect and analyze the state academic achievement and graduation rate data for each Tier I and Tier II school.
- The SEA will compare the initial goal set by the LEA to the data.
- If the data has a greater value than the measurable outcome of the initial LEA goal, the goal will be considered met.

LEAs or schools reporting little or no progress towards the goals set in the plan on the School Improvement Status Report will receive intensive support from the SEA through SST visits, the WISE planning and coaching tool, and other differentiated technical assistance. All efforts will be made to ensure each Tier I and Tier II schools has the support it needs to meet the goals. However, in the instance that a school does not meet the goals set forth in the application despite technical assistance efforts, the SEA will review the grant application and determine eligibility for renewal.

(3) The SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s school improvement grant if one or more Tier III schools in the LEA are not meeting those goals is as follows:

The initial goals of the Tier III schools will be approved within the LEA application for 1003(g) school improvement grant funds. Goals will be evaluated on the extent to which they are SMART: sustainable, measurable, attainable, results-driven, and time bound. Additionally, the SEA will provide information and technical assistance to LEAs in creating SMART goals.

The SEA will use the following rubric to evaluate the initial goals established by the Tier III schools. **Note that a Level III must be met before approval can be granted.**

Level I	Level II	Level III
<ul style="list-style-type: none">Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time bound.	<ul style="list-style-type: none">Goals include 3 or fewer components of SMART goals: specific, measurable, attainable, results driven, and time bound.	<ul style="list-style-type: none">Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time bound.

The SEA has established two methods of ongoing monitoring and evaluation of goals for Tier III schools. The SEA will perform School Support Team (SST) visits at each Tier III school receiving 1003(g) funds, based on priority need. The primary function of the SST visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. In addition, schools identified in Tier III will be required to utilize Oklahoma’s Web based planning and coaching tool, Ways to Improve School Effectiveness (WISE). This online planning and coaching tool will allow the SEA and SST to continuously monitor progress towards goals. The coaching feature of this online system also provides opportunity for the Tier III schools to communicate with their assigned Educational Leadership Coach and the SEA.

The SEA also has in place a process to annually review the extent to which the LEA has met its goals and to determine whether to renew an LEA’s application. Three times a year, the LEA will submit a School Improvement Status Report (SISR) for each Tier III school receiving school improvement grant funds. This report will require the LEA to report on progress toward the goals and provide supportive documentation as evidence of progress. In this report, LEAs must report progress being made toward established goals and provide additional data to the SEA including, but not limited to:

- Number of minutes within the school year;
- Participation rate on state assessments by student subgroup;
- Dropout rate, if applicable;
- Graduation rate, if applicable;

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- Student attendance rate;
- Number of students enrolled in advanced coursework or dual enrollment classes, if applicable;
- Discipline incidents;
- Truancy rate;
- Distribution of teachers by experience and student achievement; and
- Teacher attendance rate.

The SEA will review the SISRs to evaluate annually the progress the LEA has made toward established goals by using the following process:

- The SEA will review the initial goals established by the LEA.
- The SEA will collect and analyze the state academic achievement and graduation rate data for each Tier III school.
- The SEA will compare the initial goal set by the LEA to the data.
- If the data has a greater value than the measurable outcome of the initial LEA goal, the goal will be considered met.

LEAs or schools reporting little or no progress towards the goals set in the plan on the School Improvement Status Report (SISR) will receive intensive support from the SEA through SST visits, the WISE planning and coaching tool, and other differentiated technical assistance. All efforts will be made to ensure each Tier III school has the support it needs to meet the goals. However, in the instance that a school does not meet the goals set forth in the application despite technical assistance efforts, the SEA will review the grant application and determine eligibility for renewal.

The SEA has established actions LEAs must take in order to achieve renewal of the grant.

Actions include, but are not limited to:

- Reanalysis of results of initial needs assessment and/or incorporating a needs assessment by an external provider including the Marzano Research Laboratory Study;
- Changing the selected intervention model to more closely align with needs;
- Replacing the principal or staff that have been ineffective in implementing the intervention model;
- Making significant and data-driven decisions to the grant budget;
- Allowing for more policy change and increase flexibility to enable implementation of the intervention; and
- Creating additional student instructional time.

All efforts will be made to ensure each Tier III schools has the support it needs to meet the goals. However, in the instance that a school does not meet the goals set forth in the application despite technical assistance efforts, the SEA will review the grant application and determine eligibility for renewal.

(4) The SEA will monitor each LEA that receives a school improvement grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve using the following process:

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In addition to the methods of monitoring and evaluation described in Sections (2) and (3) of this part, three formal School Support Team visits that produce three formal School Improvement Status Reports, and the WISE online planning and coaching tool progress review will be ongoing (at least quarterly). The SEA will have progress meetings with the school leadership team, parent and community representatives and district personnel to determine the fidelity to which the intervention model is being implemented (initial, interim and end of year). Monthly coaching will occur for those Tier I schools identified for restructuring.

- **Initial Implementation Meeting:**

Upon approval of the LEA application, the SEA will discuss the approved SIG grant with school and district staff to ensure that all parties are familiar with the requirements of the intervention models and understand the approved goals, implementation strategies, and the consequences for not making progress toward meeting the goals.

- **Interim Implementation Meeting:**

After the second School Improvement Status Report is submitted to the SEA, the SEA review panel, SSTs and external evaluators will conduct a detailed review of the progress being made toward the established goals and the fidelity to which the intervention model is being implemented.

- **End of Year Implementation Meeting:**

After the third School Improvement Status Report, members of the SEA review Panel, SSTs and external evaluators will analyze the SST reports, the comprehensive needs assessment conducted by Marzano Research Laboratory, and relevant school data, including state student achievement data to determine the progress made toward meeting the established goals and the fidelity to which the intervention model has been implemented. The end of the year meeting will also review successes, challenges and opportunities to improve in the next school year. Data reviewed in the End of the Year Implementation Meeting may include, but is not limited to:

- Student academic and State achievement data;
- WISE planning and coaching tool reports;
- Feedback from faculty, staff, parents and students through surveys;
- Progress toward improvement in the indicators included on the SISR;
- Staff data and placement; and
- Effect of policy changes on implementation.

(5) The SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies.

Tier I schools have been identified using Oklahoma's definition of persistently low-achieving schools. LEAs with identified schools will be granted school improvement funds if the LEA submits a grant application that adequately addresses the needs of the school(s) and demonstrates the capacity to implement the model it selected for each Tier I school. Should the SEA not have

sufficient funds to fund all LEAs with schools in Tier I, the SEA will prioritize schools that demonstrate: The greatest overall need as evidenced by student academic progress over a number of years.

(6) The following criteria will be used to prioritize among Tier III schools:

Tier III schools are any Title I school in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. Tier III schools will be prioritized based on the greatest overall need as evidence by student academic progress over a number of years.

(7) Oklahoma will not take over any Tier I or Tier II schools.

(8) Oklahoma does not intend to provide services directly to any school in the absence of a takeover.

SECTION E: ASSURANCES (As Required in SIG 1003 (g) 2010 Application)

By submitting this application, the SEA assures that it will do the following:

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- ☒ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☒ Monitor each LEA's implementation of the interventions supported with school improvement funds.

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- ☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school the LEA will hold the charter school operator, charter management organization, CMO, or EMO accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on the Oklahoma State Department of Education website, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final requirements.

SECTION F: SEA RESERVATION

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with State-level funds that it has received from its school improvement grant.

The SEA plans to use the State-level funds it receives to provide technical assistance to the LEAs through the Office of School Support. The activities the Office of School Support plans to conduct include, but are not limited to:

- Expand School Support Teams by hiring additional SST leaders.
- Expand Educational Leadership Coaches (ELCs) for principals by hiring additional ELCs and by training designated LEA ELCs.
- Administration of the School Improvement Grants (SIG).
- Provide professional development and training for principals.
- Provide professional development and training for teachers.
 - a. Utilize nationally recognized experts to assist teachers with integrating technology into the classroom to support the goals of the LEA application.
 - b. Utilize nationally recognized experts to assist teachers with implementing effective strategies for adolescent literacy.
 - c. Utilize nationally recognized experts to assist teachers in implementing effective, collaborative teams at the school level, such as Professional Learning Communities.
 - d. Utilize nationally recognized experts in assisting teachers with differentiated instruction.
 - e. Utilize data facilitators to assist teachers with effectively analyzing student achievement data and assist teachers in making appropriate student interventions through the Data Retreat® Process.

- f. Utilize nationally recognized experts to assist teachers in the What Works in Schools processes.

The SEA also plans to use Title I funds to develop an advisory board. The advisory board will include representatives from the Committee of Practitioners, various departments within the Oklahoma State Department of Education, and School Support Team Leaders.

SECTION G: CONSULTATION WITH STAKEHOLDERS

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- ☒ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA has consulted with other relevant stakeholders, including Superintendents meeting on December 7, 2009. Documentation is included in the appendices.

Consultation with the Title I Committee of Practitioners occurred on December 16, 2009, via conference call. Documentation is included in the appendices.

Consultation with the Title I Committee of Practitioners subgroup occurred on February 1, 2010. Documentation is included in the appendices.

The SEA may also consult with other stakeholders that have an interest in its application.

SECTION H: WAIVERS

The Oklahoma State Department of Education requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- ☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- ☒ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.
- ☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of the notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

**Oklahoma State Department of Education Announcement:
Public Notice and Comment
School Improvement Grant 1003(g), Revised**

January 27, 2010

The Oklahoma State Department of Education (OSDE) is providing this public notice to solicit comments from local education agencies and the public regarding specific waiver requests for School Improvement Grants authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). These waivers would allow any local educational agency (LEA) in the State that receives a Section 1003(g) School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA application for a grant.

Comments received will be forwarded to the United States Department of Education with the requested waivers. OSDE will accept comments between January 28, 2010 and February 4, 2010 via electronic submission or U.S. mail.

PURPOSE OF THE SCHOOL IMPROVEMENT GRANT (1003(G) PROGRAM

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Under the interim final requirements, published in the Federal Register in January 2010, school improvement funds are to be focused on each State's Tier I, Tier II, and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring.

Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, secondary schools that have had a graduation rate below 60 percent over a number of years.

Tier III schools are any Title I school in improvement, corrective action, or restructuring that are not a Tier I school.

FOUR INTERVENTION MODELS:

Any Tier I and Tier II schools an LEA chooses to serve, must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Turnaround model - Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart model - Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model - Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

AVAILABLE WAIVERS:

The State believes that by requesting the following waiver(s) LEAs will have additional flexibility to increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to implement more effectively one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

Oklahoma is requesting the following waivers:

- Waive Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013. (Tier I, II and III schools)
- Waive Section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.

OSDE assures that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the interim final requirements and final requirements.

OSDE also assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to Implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable.

The following Local Education Agencies may be eligible for one or more of these waivers through the Title I 1003(g) grant:

- Oklahoma City Public Schools with schools in Tier I, Tier II, or Tier III
- Tulsa Public Schools with schools in Tier I,II or Tier III
- Any LEA with a Title I school in improvement, corrective action or restructuring that is identified as a Tier III.

COMMENT SUBMISSIONS:

Please submit your comments in writing to Cindy Koss, Assistant State Superintendent, Office of Standards and Curriculum, 2500 N. Lincoln Boulevard, Oklahoma City, Oklahoma 73105 or electronically to cindy_koss@sde.state.ok.us.

For more information on the School Improvement Grant 1003(g), log onto the United States Department of Education Web site: <http://www.ed.gov/programs/sif/index>.

Information can also be obtained from the Federal Register and the Code of Federal Regulations is available on GPO Access: www.gpoaccess.gov/nara/index.html.

The waiver notice above was sent on various listserves, to all School Improvement principals, to all districts the notice would affect and to School Support Team members and Committee of Practioners. The notice was also posted on the OSDE Website. No comments were submitted.

**OKLAHOMA LEA
APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

PURPOSE OF THE SCHOOL IMPROVEMENT GRANT (1003(G) PROGRAM

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Under the interim final requirements, published in the Federal Register in January 2010, school improvement funds are to be focused on each State's Tier I, Tier II, and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring.

Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, secondary schools that have had a graduation rate below 60 percent over a number of years.

Tier III schools are any Title I school in improvement, corrective action, or restructuring that have not been identified as a Tier I school.

FOUR INTERVENTION MODELS:

Any Tier I and Tier II schools an LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. A more detailed description of each model can be found in Appendix A of this application.

Turnaround model – Replace the principal (although a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years may be retained) and rehire no more than 50% of the staff; grant greater autonomy to the principal.

Restart model - Convert a school or close and reopen a school under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model - Implement each of the following strategies: (1) replace the principal (although a principal recently hired where a turnaround, restart, or transformation was instituted in the last two years may be retained) and implement a rigorous staff evaluation and development system; (2) institute comprehensive instructional reforms; (3) increase learning time and apply community-oriented schools strategies; (4) reward staff who increase student achievement and graduation rates and remove staff who have not improved after ample opportunity; and (4) provide operational flexibility and sustained support.

ADDITIONAL REQUIREMENTS OF THE 1003(g) GRANT

Turnaround Office(r) – LEAs must establish an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of the reform efforts at the site level. This office will also be responsible for coordinating and communicating with the Oklahoma State Department of Education (OSDE) about the LEAs progress and efforts toward meeting the goals of the 1003(g) grant.

Increased Instructional Time – LEAs must increase instructional time for students by at least one (1) hour per day. This may include increased time during the school day or extended day opportunities for students in all Tier I and Tier II schools. A school may also adopt an alternate/extended school year calendar that adds time beyond the additional one hour of instructional time per day.

Collaboration Time - LEAs must provide at least 90 minutes of scheduled and protected collaboration time per week for each teacher in a Tier I and Tier II school.

Professional Development – LEAs must provide at least five (5) days of site based training on initiatives to support the goals of the application for each teacher in a Tier I and Tier II school. Additionally, the LEA must provide a five (5) day teacher academy or institute to provide training in school improvement initiatives and information about the requirements of the 1003(g) grant.

New Teachers – LEAs must provide additional training beyond the required five (5) hours of site based training and the five (5) day teacher institute for new teachers that join after the start of implementation of the selected intervention model. New teachers should be provided training on initiatives to support school improvement efforts and the process and requirements of the 1003(g) grant.

Resources and meetings - LEAs must utilize the OSDE's State System of Support technical assistance. School Support Teams will be provided for each Tier I, Tier II, and Tier III school receiving 1003(g) funds, based on priority need. These teams will meet on site at least three (3) times per year to provide technical assistance and support to schools and to conduct an external evaluation of the school based on Oklahoma's Nine Essential Elements. Schools in Tier I, Tier II and Tier III will also be required to use Oklahoma's online planning and coaching tool, Ways to Increase School Effectiveness or WISE. This online planning and coaching tool designed to help schools focus on Oklahoma's Nine Essential Elements and provides a framework for progress monitoring for continuous school improvement.

Additionally, LEAs and staff from schools in Tiers I, II, and III will be required to attend Implementation Meetings with representatives from the Oklahoma State Department of Education. These meetings will focus on progress made toward goals, fidelity of implementation of the selected intervention model, and data related to the improvement indicators.

REQUIRED APPLICATION COMPONENTS

Instructions for completing the LEA application should be carefully read and followed. Incomplete applications may not be submitted to the review team.

This application includes an LEA section, a school section to be duplicated for each Tier I and Tier II school served, and a budget section. Each LEA is to complete the LEA section, one school application for each Tier I and Tier II school to be served, and the budget section. See the application checklist below for required application forms and documentation.

Required Component/Documentation	# of Pages
LEA Section	
Application Cover Sheet	1
Assurances	1
Waivers	1
Schools to be Served	1
LEA Capacity	Up to 3 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 3 pages
LEA Modification of Policies and Procedures	Up to 3 pages
LEA Sustainability Efforts	Up to 3 pages
LEA Application for Tier III Schools	Up to 3 pages
School Section (to be duplicated for each Tier I and Tier II school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 3 pages
School Identification of Intervention Model	Up to 3 pages
School SMART Goals	Up to 3 pages
School Action Plan for Selected Model	Attachment
School Integration of Services Chart	Up to 3 pages
School Modifications of Policies and Procedures	Up to 3 pages
School Sustainability Efforts	Up to 3 pages
Budget	
LEA Budget Narrative	Up to 3 pages
School Budget Narrative (to be duplicated for each Tier I and Tier II school served)	Up to 3 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages	Attachment

APPLICATION SUBMISSION AND DUE DATE

Grant applications must be received by the Oklahoma State Department of Education no later than May 14, 2010.

Grant applications may be submitted in person or via postal mail with original signatures to the contact listed on the application.

Grant applications will be screened for completeness upon submission. Incomplete applications may not be forwarded for review. Factors that may delay application review include:

- Missing required materials or documents
- Incorrect budget information (i.e., request exceed maximum amount)
- No signature or signatures are not original

Complete applications will be forwarded for review. Additional information or clarification may be requested before approval is granted.

Successful grant applicants will be notified within four weeks. Applicants may be partially or fully funding, depending on the availability of funds. All decisions made by OSDE are final. Selected applicants must wait until they receive an official award letter before incurring any expenditures. Expenditures incurred before approval are not reimbursable.

APPLICATION RESOURCES

A list of links to helpful information regarding 1003(g) grants can be found in Appendix B of this application.

APPLICATION REVIEW

The LEA application for 1003(g) will undergo a rigorous review process by a review panel including external reviewers at the SEA. LEA applications will be reviewed according to the rubric included in Appendix C of this application. In the event the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies, the SEA will prioritize schools that demonstrate: The greatest overall need as evidenced by student academic progress over a number of years;

APPLICATION CONTACT

LEAs requiring assistance or with questions about the application should contact the OSDE Office of School Support.

Mary Pearson, Executive Director, Title I/School Support/ARRA
Mary_Pearson@sde.state.ok.us
405-522-3253

Jackie Mania, Program Specialist, School Support
Jackie_Mania@sde.state.ok.us
405-522-3263

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

LEA APPLICATION SECTION

LEA APPLICATION CHECKLIST

LEAs applying for 1003(g) funds must complete the LEA section of the application and submit any required documentation (listed below as attachment). The LEA section of the application should be no more than 19 pages total minus attachment. The LEA is required to only submit one (1) LEA section regardless of number of Tier I, Tier II, and Tier III schools to be served.

Required Component/Documentation	# of Pages
LEA Section	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Waivers	1
<input type="checkbox"/> Schools to be Served	1
<input type="checkbox"/> LEA Capacity	Up to 3 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 3 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 3 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 3 pages
<input type="checkbox"/> LEA Application for Tier III Schools	Up to 3 pages

APPLICATION COVER SHEET

LEAs must complete one (1) application cover sheet regardless of number of Tiers I, II and III schools to be served. Applicants should ensure that all information is complete and correct and original signatures are included on the submitted application.

ASSURANCES

LEAs applying for a 1003(g) grant must read carefully and sign the Assurances Agreement. Signature certifies that the LEA/school will comply with all applicable federal, state, and local laws pertaining to the application and with all requirements of the 1003(g) School Improvement Grant.

Assurances –

- A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the

final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.

- B. Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. Grantees will include in any contract with a CMO, EMO, or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. Grantees will report school level data, including trend data over a number of years in the following areas:
 - a. Number of minutes in the school year;
 - b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
 - c. Drop-out rate;
 - d. Graduation rate;
 - e. Student attendance rate;
 - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - g. Discipline incidents;
 - h. Truancy rate;
 - i. Distribution of teachers by experience and student achievement; and
 - j. Teacher attendance rate.
- E. Grantees will meet the additional requirements of the 1003(g) grant as listed below:
 - a. Establish an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
 - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - c. Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and
 - d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, Pre-Data Retreat Leadership Meeting, Summer Data Retreat, and 1003(g) Implementation Meetings.

- H. Grantees must ensure that any Tier I or Tier II school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
- I. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

WAIVERS

LEAs awarded a 1003(g) grant are eligible to receive waivers made available with the 1003(g) grant. The LEA must indicate the waiver it plans to implement. If not all waivers will be implemented at all Tier I, Tier II, and Tier III schools, the LEA must indicate which schools are applying for which waivers.

Waivers available to LEAs applying for 1003(g) funds are:

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SA and all of its LEAs to September 30, 2014.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

SCHOOLS TO BE SERVED

An LEA funded by the 1003(g) grant must serve all its eligible Tier I and Tier II schools unless the LEA demonstrates a lack of capacity to serve all such schools. Tier III schools may be served only after all eligible Tier I and Tier II schools are served.

When completing the Schools to be Served section of this application, list all schools to be served in the first chart, indicating the Tier and the selected intervention model. If the LEA is claiming a lack of capacity to serve all eligible Tier I or Tier II schools, provide specific and detailed information in the space provided. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

More detailed information about selecting an intervention model is found in the Application Instructions for the School Section of this application, page 11.

LEA CAPACITY

The LEA must demonstrate it has the capacity to use 1003(g) funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention at each of those schools.

LEAs should consider school, district and community capacity when selecting an intervention model as each intervention model requires unique responsibilities of those involved. The criteria the SEA will use to evaluate LEA capacity are included in the chart below. The LEA must address all criteria in the LEA Capacity section of this application providing specific and detailed information.

If after SEA review of the claim of Lack of Capacity, the SEA determines an LEA has more capacity than it has claimed, the SEA will:

1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Tier I and Tier II schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
<ul style="list-style-type: none">• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined.	All Models
<ul style="list-style-type: none">• The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	All Models
<ul style="list-style-type: none">• Staff with the credentials and capacity to implement the selected intervention successfully has been identified.	Turnaround, Transformation, Restart
<ul style="list-style-type: none">• The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed.	All Models
<ul style="list-style-type: none">• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated.	All Models
<ul style="list-style-type: none">• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	All Models
<ul style="list-style-type: none">• The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan.	Turnaround, Transformation, Restart

<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has plans to add at least an hour of additional instructional time per day, or adopt alternative/extended school-year calendars that add time beyond the additional hour of instructional time per day for each identified Tier I and Tier II school to be served. 	Transformation
<ul style="list-style-type: none"> The LEA has established an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with SEA staff to discuss progress of schools. Turnaround Teams and/or Turnaround Program Contact are highly knowledgeable educators who specialize in school improvement, understand culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	All Models
<ul style="list-style-type: none"> The LEA has completed a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II and Tier III schools. 	All Models
<ul style="list-style-type: none"> The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	School Closure
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	All Models
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers, if applicable. This written policy should include how the LEA will analyze the operational needs of the school and the goals and expectations for the provider, how the LEA will research and prioritize available providers, how LEAs will engage parents and other stakeholders in the review and selection process, how the external provider's progress towards goals will be reviewed, and define consequences for the provider if the goals and expectations are not met.

For this section, LEAs must attach the written procedure/policy to recruit, screen, and select external providers. If an LEA has already selected an external provider, the LEA must also submit a detailed justification for the selection of this provider. The justification should include any information related to the history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, and the capacity of this provider to perform the services at the Tier I or Tier II school.

INTEGRATION OF SERVICES

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. The LEA should also consider the alignment of resources to support the initiatives implemented in any Tier III schools the LEA plans to serve. Resources LEAs may consider when completing the Integration of Services Chart include:

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching
Title II, Part D	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Instructional technology to be integrated into core subjects • Increased capacity of current data system to promote use of data by all

		teachers
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Professional development in strategies for English Language Learners
Oklahoma State Triple A Award	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Monetary state award for: highest overall student achievement or highest annual improvement in reading and math.

LEA MODIFICATION OF POLICIES AND PROCEDURES

The LEA may need to modify its policies and practices to enable the schools to effectively implement the selected intervention models. LEAs must submit a narrative explaining its plans to modify policies or practices. Examples of modifications an LEA may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, adding at least an hour to the school day or adopting an alternate/extended calendar for Tier I and Tier II schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs.)

LEA SUSTAINABILITY EFFORTS

The LEA must submit a plan for sustaining the reforms after the funding period for 1003(g) ends. In this plan, LEAs must address how all stakeholders were involved in the planning phase of the intervention model and will share leadership throughout implementation; the written plans for transitions of staff, funding and the exit of external providers; the strategic planning process the LEA has in place and how it incorporates the Ways to Improve School Effectiveness (WISE) online planning and coaching tool into that process; the formative and summative data system the LEA has in place; any other funding sources that have been secured or are being actively sought to enable the school to continue initiatives; and how the Title I, Part A schoolwide/school improvement plan incorporates the goals and action steps of the 1003(g) application.

LEA APPLICATION FOR TIER III SCHOOLS

The LEA must provide a narrative naming the Tier III schools it wishes to serve, the needs assessment conducted at the Tier III schools, the interventions the LEA proposes to provide at the Tier III schools, the SMART goals established for the Tier III schools, an action plan for each goal, and a timeline for implementation. The LEA should include budgetary information for Tier III schools on the LEA summary budget and justification pages.

APPLICATION INSTRUCTIONS

SCHOOL IMPROVEMENT GRANTS 1003(G) AND AMERICAN RECOVERY AND REINVESTMENT ACT

SCHOOL APPLICATION SECTION

SCHOOL SECTION CHECKLIST

For **each** Tier I and Tier II school to be served, the LEA should provide the information included in the School Section Checklist. The School Section for each Tier I or Tier II school should be no more than 22 pages plus the School Action Plan.

School Section (to be duplicated for each Tier I and Tier II school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 3 pages
School Identification of Intervention Model	Up to 3 pages
School SMART Goals	Up to 3 pages
School Action Plan for Selected Model	As needed
School Integration of Services Chart	Up to 3 pages
School Modifications of Policies and Procedures	Up to 3 pages
School Sustainability Efforts	Up to 3 pages

APPLICATION COVER SHEET

For each Tier I and Tier II school served, the LEA should provide an application cover sheet. LEAs should ensure all information provided is correct and complete.

SCHOOL NEEDS ASSESSMENT

The LEA must describe how it has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

For each Tier I and Tier II school, the LEA must conduct a comprehensive needs assessment, utilizing external evaluators as necessary, to identify the strengths, weaknesses, and areas of critical need. For each Tier I and Tier II school, the LEA must describe the needs assessment process and summarize the results of the data analysis. The LEA must identify the intervention model selected for each Tier I and Tier II school and the relationship between the results of the needs assessment and this selected intervention model.

LEAs must include in the description of the needs assessment:

- A list of the multiple sources of data used which could include, but is not limited to student and staff profiles, student achievement data, graduation rate, curriculum analysis data, instructional practices inventories, focus walk data, school culture surveys, student, family and community surveys, professional development inventories and evaluations, leadership evaluations, and budget analysis;

- A list of who was involved in the needs assessment and the role each person involved played in the process;
- A description of the process used by those conducting the needs assessment to collect, analyze and report data.

LEA must provide in its summary of the data analysis:

- A summary of the results including strengths, weaknesses and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment as related to Oklahoma's Nine Essential Elements.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Selecting the appropriate intervention model for each Tier I and Tier II school as evidenced by data will be critical to the success of the intervention. For this reason, the LEA should ensure the selected intervention model is closely aligned with the needs of each site. To assist LEAs in this selection, the National Center on Innovation and Improvement in its *Handbook on Effective Implementation of School Improvement Grants* has provided some guiding questions for each model:

Turnaround Model

- How will the LEA select a new leader for the school, and what experience, skills, and training will the new leaders possess?
- How will the LEA assign effective teachers and leaders to the lowest achieving schools?
- How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
- How will staff replacement take place?
- What supports will be provided to staff being assigned from other schools?
- What are the budgetary implications of this model?
- What is the LEA's own capacity to execute and support this model?
- What changes in operational practice must accompany the infusion of human capital?

Restart Model

- Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school?
- Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served – home grown charter school, CMO, or EMO?
- How will support be provided to staff that are reassigned to other schools as a result of the restart?
- What is the LEA's own capacity to support the charter school?
- How will the SEA assist the restart?
- What performance expectations will be contractually specific for CMOs, EMOs, or charter organizations and what will the contractual consequences be if the expectations are not met?

Transformation Model

- How will the LEA select a new leader for the school and what experience, training and skill will the new leader be expected to possess?
- How will the LEA enable the new leader to make staff replacements?
- What is the LEA's own capacity to support the transformation?
- What changes in policies and procedures must accompany the transformation?
- What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

- What are the metrics to identify schools to be closed?
- What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the community?
- How will the students and their families be supported by the LEA through the re-enrollment process?
- Which higher achieving schools have the capacity to receive students from schools being considered for closure?
- How will the receiving schools be staffed with quality staff to accommodate the increase in students?
- What safety and security considerations might be anticipated for students of the school to be closed and the receiving school?
- What are the budgetary implications?
- How does school closure fit within the LEA's overall reform effort.

Based on the results of the needs assessment, the LEA must identify an intervention model for each Tier I and Tier II school to be served and provide in the application a narrative describing the correlation between the results of the data analysis and the selected intervention.

SCHOOL SMART GOALS

LEAs must establish three year goals for each Tier I and Tier II school in the areas of reading, mathematics, and graduation rate, if applicable. These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

Strategic and **S**pecific
Measurable
Attainable
Results Based
Time Bound

Strategic – Strategic goals reflect the areas of highest need, the area where the gap between the school's vision and current reality is the greatest. To be strategic means that a goal also aligns with other initiatives, such as those in the district.

Specific – Specific goals identify with sufficient detail the who and what the school needs to target. Specificity allows schools to focus resources and attention for the greatest benefit.

Measurable - A measurable goal is one that defines the starting point and the final value to be achieved. By using measurable goals, school can adjust resources or reforms based on continuous evaluation and feedback.

Attainable – Attainable goals are those that have a final value, a measure, that is reachable within the given time frame. Attainable goals, however, are not goals that are aimed low, but rather are goals that stretch the previous achievement level.

Results-Based – Results-based goals are those that have built in benchmarks or progress monitoring checks to measure efforts. Assessments, evaluation tools and responsible parties are all assigned before efforts begin.

Time Bound – A time bound goal is one that has a specific time frame. This is critical as it builds internal accountability and motivates those involved to take action.

Examples of SMART Goals –

- The percentage of all students in grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2011-2012 school year.
- The API mathematics score for students in the All Students subgroup will increase from 894 to the identified state performance benchmark of 1074 in the 2011-2012 school year.

On the application, the LEA must identify three year SMART goals for each Tier I and Tier II school in the areas of reading and mathematics in the All Students subgroup. The LEA must also provide a written rationale for the established goals as they relate to the comprehensive needs assessment. High schools must also include three year SMART goals for graduation rate.

SCHOOL ACTION PLAN

The LEA must submit for each Tier I and Tier II school to be served a three-year action plan for the selected intervention model. This action plan includes the required components of the selected model, the action steps the school plans to take to meet the requirements of the model, a timeline for the actions, and identification of the person(s) responsible to carry out the action steps. These action plans must include specific and detailed information regarding the LEAs commitment to implement the selected intervention model with fidelity.

Action plans can be expanded as needed and should be duplicated for each Tier I and Tier II school.

SCHOOL INTEGRATION OF SERVICES CHART

The LEA must complete for each Tier I and Tier II school an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. The LEA should also consider the alignment of resources to support the initiatives implemented in any Tier III schools the LEA plans to serve.

Resources LEAs may consider when completing the Integration of Services Chart include:

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching
Title II, Part D	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Instructional technology to be integrated into core subjects • Increased capacity of current data system to promote use of data by all teachers
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Professional development in strategies for English Language Learners
Oklahoma State Triple A Award	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Monetary state award for: highest overall student achievement or highest annual improvement in reading and math.

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In addition to the policies and procedures that may need to be modified by the LEA, the Tier I or Tier II school may also need to modify its policies and practices to enable the school to effectively implement the selected intervention models. LEAs must submit a narrative explaining the school's plans to modify policies or practices. Examples of modifications an school may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, adding at least an hour to the school day or adopting an alternate/extended calendar for Tier I and Tier II schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs.)

SCHOOL SUSTAINABILITY EFFORTS

In addition to the plans the LEA must submit for sustaining the reforms after the funding period for 1003(g) ends. The Tier I or Tier II school must address how it is involving all stakeholders in the implementation and the efforts at the school level that are being made to plan for transition including: written plans for transitions of staff, funding and the exit of external providers; a strategic planning process; incorporation of the Ways to Improve School Effectiveness (WISE) online planning and coaching tool into that process; a formative and summative data system; any other funding sources that have been secured or are being actively sought to enable the school to continue initiatives; how the school is building capacity through collaborative leadership; and how the Title I, Part A schoolwide/school improvement plan incorporate the goals and action steps of the 1003(g) application.

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

BUDGET SECTION

BUDGET SECTION CHECKLIST

An LEA must submit the requirements listed on the budget checklist for the LEA and for **each** Tier I and Tier II school to be served. The budget pages should be no more than 3 pages for the LEA and 3 pages for each Tier I and Tier II school to be served plus attachments.

Budget	
LEA Budget Narrative	Up to 3 pages
School Budget Narrative (to be duplicated for each Tier I and Tier II school served)	Up to 3 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages	Attachment

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds during each of the three years over the period of availability of the grant (2010-2011; 2011-2012; and 2012-2013). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

- Establish an LEA based Turnaround Office or Turnaround Officer(s) that will responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.
- Provide oversight and monitoring of school implementation of intervention model(s).

SCHOOL BUDGET NARRATIVE

The LEA must provide a budget narrative for each Tier I and Tier II school to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served;

- Provide additional training on the chosen intervention model and process aligned to the chosen model for new teachers that join turnaround schools after the start of implementation;

LEA SUMMARY BUDGET AND JUSTIFICATION

The LEA must submit a summary budget page and justification pages for the planned district level activities and interventions planned for the Tier III schools to be served for each year of the grant. Budgets submitted for Tier III schools should not be less than the minimum of \$50,000 and should not exceed than the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified Tier III school.

The LEA must also submit a comprehensive Summary Budget page totaling the district Summary Budget Page and the school Summary Budget Pages for all Tier I and Tier II schools. The Summary Budget Pages must be signed by the LEA Superintendent and the designated financial officer.

Budgets will be reviewed by the Titles I, II and VI office for accuracy.

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

The LEA must submit for each Tier I and Tier II school to be served, a Summary Budget and Justification Page for each year of the grant.

Budgets submitted for Tier I and Tier II schools should not be less than the minimum of \$50,000 and should not exceed than the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified Tier I and Tier II schools.

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

LEA SECTION

Legal Name of Applicant:	Applicant's Mailing Address:
<p>Local Education Agency Contact for the School Improvement Grant</p> <p>Name:</p> <p>Position and Office:</p> <p>Contact's Mailing Address:</p> <p>Telephone:</p> <p>Fax:</p> <p>Email address:</p>	
Superintendent (Printed Name):	Telephone:
Signature of the Superintendent X _____	Date:
<p>The Local Education Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives as result of this application.</p>	

ASSURANCES

Read carefully the assurances below and provide an original signature certifying that the LEA will comply with all applicable federal, state, and local laws and fulfill all requirements specific to the 1003(g) grant.

- A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.
- B. Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. Grantees will include in any contract with a CMO, EMO, or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. Grantees will report school level data, including trend data over a number of years in the following areas:
 - a. Number of minutes in the school year;
 - b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
 - c. Drop-out rate;
 - d. Graduation rate;
 - e. Student attendance rate;
 - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - g. Discipline incidents;
 - h. Truancy rate;
 - i. Distribution of teachers by experience and student achievement; and
 - j. Teacher attendance rate.
- E. Grantees will meet the additional requirements of the 1003(g) grant as listed below:
 - a. Establish an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
 - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - c. Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and
 - d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, Pre-Data Retreat Leadership Meeting, Summer Data Retreat, and 1003(g) Implementation Meetings.
- H. Grantees must ensure that any Tier I or Tier II school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
- I. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

Signature of Superintendent

Date

WAIVERS

Indicate in the box below the waivers for which the LEA is applying and the Tier I and Tier II schools that will implement the waiver.

<input type="checkbox"/> Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SA and all of its LEAs to September 30, 2014. Identify the schools that will implement the waiver: <i>Start typing here.</i>
<input type="checkbox"/> Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Identify the schools that will implement the waiver: <i>Start typing here.</i>
<input type="checkbox"/> Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold. Identify the schools that will implement the waiver: <i>Start typing here.</i>

SCHOOLS TO BE SERVED

In the chart below, indicate the schools the LEA will serve by completing the table below. For Tier I and Tier II schools, identify the Intervention Model Selected for each school.

Note: An LEA that has nine or more Tier I and Tier II schools may implement the transformation model in no more than 50 percent of those schools.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL			
					Turnaround	Restart	School Closure	Transformation

Complete the table below if the LEA has elected **not** to serve one or more of the eligible Tier I or Tier II schools. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Tier I or Tier II schools listed below.

SCHOOL NAME	NCES ID #	TIER I	TIER II	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL

LEA CAPACITY

In the chart below, address the LEA's capacity in regards to the required indicators. Be specific and detailed in the narrative, providing evidence the LEA has the capacity to fully and effectively implement the selected intervention model.

Indicators	LEA Narrative
<ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined. 	
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. 	
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	
<ul style="list-style-type: none"> The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. 	
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. 	
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	
<ul style="list-style-type: none"> The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. 	
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	
<ul style="list-style-type: none"> The LEA has plans to add at least an hour of additional instructional time per day, or adopt alternative/extended school-year 	

calendars that add time beyond the additional hour of instructional time per day for each identified Tier I and Tier II school to be served.	
<ul style="list-style-type: none"> The LEA has established an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. 	
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with SEA staff to discuss progress of schools. Turnaround Teams and/or Turnaround Program Contact are highly knowledgeable educators who specialize in school improvement, understand culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	
<ul style="list-style-type: none"> The LEA has completed a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II and Tier III schools. 	
<ul style="list-style-type: none"> The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available. 	
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	
<i>Only For LEAs implementing School Closure</i>	

<ul style="list-style-type: none"> • The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	
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NOTE: If after SEA review of the claim of Lack of Capacity and the required Capacity Chart above, the SEA determines an LEA has more capacity than it has claimed, the SEA will:

4. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
5. Provide technical assistance and support to the LEA to increase capacity to serve eligible Tier I and Tier II schools.
6. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

LEA's applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers. Attach to this application, a written copy this procedure/policy. **Check the appropriate box below.**

- ☐ The LEA does not have a written procedure/policy to recruit, screen, and select external providers.
- ☐ The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.

If the LEA has already selected external providers for a Tier I or Tier II site, **provide in the space below a justification for the selection of said providers that includes the following information:**

- History of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Tier I and Tier II schools and their selected intervention models.

Start typing here.

INTEGRATION OF SERVICES

Complete the following Integration of Services chart showing how the LEA will align any other Federal, state, and local resources to the selected intervention models. You may add boxes as necessary. Examples can be found in the Application Instructions: LEA Section.

Resource	Alignment with 1003(g)
Title I, Part A	
Title II, Part A	
Title II, Part D	

Title III, Part A	
Other Federal Resources • <i>List here.</i>	
State Resources • <i>List here.</i>	
Local Resources • <i>List here.</i>	

LEA MODIFICATION OF POLICIES AND PROCEDURES

In the space below, provide a narrative describing the steps the LEA has taken or will take to modify its policies and procedures to enable the schools to effectively implement the selected intervention models.

Start typing here.

LEA SUSTAINABILITY EFFORTS

In the space below provide the LEA plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;
- The LEA has in place a strategic planning process utilizing Oklahoma's WISE planning and coaching tool;
- The LEA has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.

Start typing here.

LEA APPLICATION FOR TIER III SCHOOLS

In the space below, provide a narrative describing 1) the Tier III schools to be served, 2) the needs assessment process conducted at each of the Tier III schools and the interventions the LEA plans to implement in each Tier III school.

Start typing here.

Duplicate and complete the chart provided for each Tier III school to be served. List the SMART Goals established for the school, the action plan for the goal, and the timeline for implementation.

Tier III School Action Plan: <i>Insert School Name Here</i>	
SMART Goals:	
2010-2011 –	
2011-2012 –	
2012-2013 -	
Action Plan	Timeline for Implementation
Resources Needed	

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

SCHOOL SECTION

LEAs must duplicate the School Section of this application for **each** Tier I and Tier II school to be served.

School Name: Address:	SIG Site Contact: Name & Position: Phone#: Email Address:									
Grade levels enrolled (SY10):	Number of Students Enrolled (SY10):									
Tier Level Tier I _____ Tier II _____ Tier III _____	Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School									
School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning _____ Restructuring Implementation	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart _____ Transformation									
Waiver Request: _____ Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 70%;">Year 1: SY 2010-11</td> <td style="width: 30%;"></td> </tr> <tr> <td>Year 2: SY 2011-12</td> <td></td> </tr> <tr> <td>Year 3: SY 2012-13</td> <td></td> </tr> <tr> <td>Total Amount of Funding Requested for this School</td> <td></td> </tr> </table>		Year 1: SY 2010-11		Year 2: SY 2011-12		Year 3: SY 2012-13		Total Amount of Funding Requested for this School	
Year 1: SY 2010-11										
Year 2: SY 2011-12										
Year 3: SY 2012-13										
Total Amount of Funding Requested for this School										

SCHOOL NEEDS ASSESSMENT

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

--

Complete the chart below showing the data sources used as part of the comprehensive needs assessment. Rows may be added as needed.

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)

Complete the chart below by providing a list of the stakeholders involved in the needs assessment process.

Name	Title	Stakeholder Group

Provide in the space below a narrative describing the needs assessment process the LEA used to collect, analyze, and report data.

<i>Start typing here.</i>

Provide in the chart below a summary of the results of the comprehensive needs assessment including strengths, weaknesses and areas of critical need as indicated by the data.

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
School Profile: Includes student and staff data.	
Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.	
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.	
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.	
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	
Student, Family, and Community Support: Includes communication methods and including parents as partners.	
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.	
Leadership: Includes process for decision making, policies and procedures, and the shared vision.	
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.	
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

In the space below, provide a detailed narrative describing how the selected intervention model was chosen and the correlation between the selected intervention model and the results of the comprehensive needs assessment.

Start typing here.

SCHOOL SMART GOALS

Complete the charts below by providing three year SMART Goals in Reading/Language Arts, Mathematics, and Graduation Rate, if applicable for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2010-2011:
Goal for 2011-2012:
Goal for 2012-2013:
Rationale:

SMART Mathematics Goals
Goal for 2010-2011:
Goal for 2011-2012:
Goal for 2012-2013:
Rationale:

SMART Graduation Rate Goals
Goal for 2010-2011:
Goal for 2011-2012:
Goal for 2012-2013:
Rationale:

SCHOOL ACTION PLAN

For each Tier I and Tier II school, complete a three year action plan for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

Name of School:		Tier:	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates			
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and B) Select new staff			
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school			
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			

Name of School:		Tier:	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
8. Establish schedules and implement strategies that provide increased learning time			
9. Provide appropriate social-emotional and community-oriented services and supports for students			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model. 1. 2. 3. 4.			

Name of School:		Tier:	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.			
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"> a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement. 			

Name of School:		Tier:	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.			
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			

Name of School:		Tier:	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
8. Establish schedules and implement strategies that provide increased learning time			
9. Provide ongoing mechanisms for family and community engagement			

Name of School:		Tier:	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates			
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)			
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. 2. 3. 4. 5.			

Name of School:		Tier:	
Closure Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to close a Tier I or Tier II school.			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

Name of School:		Tier:	
Restart Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to restart a Tier I or Tier II school.			
1. The LEA has a pool of potential partners (CMO, EMO, charter organizations) that have expressed interest in and have exhibited the ability to restart the school.			
2. The LEA has developed a rigorous review process for potential partners.			
3. Representatives of all stakeholder groups were involved in consultation and development of restart plan.			

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

BUDGET SECTION

LEA BUDGET NARRATIVE

In the space below, provide a narrative that describes, in detail, the needs of the LEA for district level initiatives, the proposed initiatives, and/or materials and resources necessary to implement initiatives. Include in the narrative, the process the LEA will use to ensure timely distribution of funds during each year of the grant.

Start typing here.

In the space below, provide a narrative describing how the LEA will meet the additional 1003(g) requirement listed below:

- The LEA will establish and LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.

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The LEA must complete and attach the budget pages required for the LEA Section of the application:

- Summary Budget page and Justification page each year* of the grant for the LEA activities including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II schools for each year of the grant.

** Note that the budget for the school closure model may be lower than the amount required for the other models and would typically cover only one year.*

SCHOOL BUDGET NARRATIVE

Provide in the space below, a budget narrative for **each** Tier I and Tier II school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional requirements of the grant:

- Add at least one (1) hour of instructional time per school day or adopt an alternate/extended school year calendar that adds time beyond the additional one hour of instructional time per day for each identified Tier I and Tier II school;

- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in Tier I and Tier II school to be served;
- Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

Start typing here.

The LEA must complete and attach the budget pages required by the School Section of the LEA application:

- Summary Budget page and Justification page for each year of the grant for each Tier I and Tier II school to be served.

APPENDIX A

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(c) Tier III schools: A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school. An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among these schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader"

who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other

organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in

reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- (iv) Align other resources with the interventions;
- (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- (vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to “start over” in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to enable an LEA to use school improvement funds to serve a Tier II secondary school.

5. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

6. If an SEA does not seek a waiver under section I.B.2, 3, 4, or 5, an LEA may seek a waiver.

APPENDIX B

RESOURCES FOR GRANT APPLICATIONS

Additional information related to the 1003(g) School Improvement Grant may be found at the following Web sites:

United States Department of Education

<http://www2.ed.gov/programs/sif/index.html>

Center for Comprehensive School Reform and Improvement

http://www.centerforcsri.org/index.php?option=com_frontpage&Itemid=1

Center on Innovation and Improvement

<http://www.centerii.org>

Doing What Works – School Improvement

http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=11

National High School Center

<http://betterhighschools.org>

Regional Educational Libraries Program

<http://ies.ed.gov/ncee/edlabs/>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

Note that a Level III must be met in all areas before approval is granted.

LEA Capacity

Level I	Level II	Level III
<ul style="list-style-type: none"> Few or none of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application. 	<ul style="list-style-type: none"> Most of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. 	<ul style="list-style-type: none"> All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.

LEA Procedures/Polices for External Providers

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has not fully developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists 	<ul style="list-style-type: none"> The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy is too general. 	<ul style="list-style-type: none"> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers.

LEA Integration of Services

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has integrated few or no resources to support the selected intervention model. 	<ul style="list-style-type: none"> The LEA has integrated limited resources to support the selected intervention model. 	<ul style="list-style-type: none"> The LEA has fully integrated multiple resources to support the selected intervention model.

LEA Modification of Policies and Procedures

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has provided little to no policy change to enable schools to implement the selected intervention model. 	<ul style="list-style-type: none"> The LEA has provided some policy change to enable schools to implement interventions. 	<ul style="list-style-type: none"> The LEA has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.

LEA Sustainability

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has addressed few or none of the indicators of sustainability. 	<ul style="list-style-type: none"> The LEA has addressed most of the indicators of sustainability. 	<ul style="list-style-type: none"> The LEA has fully and thoughtfully addressed all the indicators of sustainability.

LEA Application for Tier III Schools

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has addressed few or none of the requirements of the Tier III application. 	<ul style="list-style-type: none"> The LEA has addressed most of the Tier III application requirements. 	<ul style="list-style-type: none"> The LEA has fully and thoughtfully addressed all the Tier III application requirements.

School Needs Assessment and Identification of Intervention Model

Level I	Level II	Level III
<ul style="list-style-type: none"> Data sources used in analysis or summary of analysis is nonexistent or minimal. Needs assessment provided by external evaluator was not considered. (If applicable.) The identified model is not supported by the data analysis or needs assessment or is minimally supported. 	<ul style="list-style-type: none"> Few data sources were used in analysis or analysis is lacking. Needs assessment provided by external evaluator was minimally integrated into the overall data analysis. (If applicable.) The identified model is partially supported by the data analysis and needs assessment. 	<ul style="list-style-type: none"> Multiple data sources were used and have been summarized into a meaningful analysis. Needs assessment provided by external evaluator was fully and thoughtfully implemented into the overall data analysis. (If applicable.) The identified model is fully supported by the data analysis and needs assessment.

School SMART Goals

Level I	Level II	Level III
<ul style="list-style-type: none"> Goals do not include or include few components of SMART goals: specific, measurable, attainable, results driven, and time bound. 	<ul style="list-style-type: none"> Goals include most components of SMART goals: specific, measurable, attainable, results driven, and time bound. 	<ul style="list-style-type: none"> Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time bound.

School Action Plan

Level I	Level II	Level III
<ul style="list-style-type: none"> The Action Plan is not complete or does not provide adequate information regarding the intervention model. 	<ul style="list-style-type: none"> The Action Plan adequately addresses most of the requirements of the intervention model. 	<ul style="list-style-type: none"> The Action Plan fully addresses all the requirements of the intervention model.

LEA/School Budget Summary*

Level I	Level II	Level III
<ul style="list-style-type: none"> Few or none of the required budget criteria are adequately addressed. Few or none of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. The LEA has not sufficiently funded the required components of the chosen intervention model. 	<ul style="list-style-type: none"> Most of the required budget criteria have been adequately addressed. Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. The LEA has sufficiently funded most of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources. 	<ul style="list-style-type: none"> All required budget criteria have been adequately addressed. All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. The LEA has sufficiently funded all of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.

** Note that Summary Budget Pages and Justification Pages for the LEA and Tier I and Tier II schools will be reviewed by the Title I Office for accuracy.*

Oklahoma Nine Essential Elements – Performance Indicators

Italics = Rapid Improvement Indicators

Academic Learning and Performance - Curriculum

EE1A-1.01	<i>Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.</i>
EE1A-1.02	Instructional teams articulate the learning standards through grade level objectives.
EE1A-1.03	<i>Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.</i>
EE1A-1.04	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.
EE1A-1.05	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
EE1A-1.06	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
EE1A-1.07	<i>School leadership and instructional teams ensure all students have access to the common academic core curriculum.</i>

Academic Learning and Performance – Classroom Evaluation and Assessment

EE1B-2.01	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
EE1B-2.02	All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.
EE1B-2.03	<i>All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives</i>
EE1B-2.04	All students can articulate expectations in each class and know what is required to be proficient.
EE1B-2.05	<i>All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.</i>
EE1B-2.06	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
EE1B-2.07	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
EE1B-2.08	School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.
EE1B-2.09	All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.

Academic Learning and Performance – Instruction

EE1C-3.01	<i>All teachers use varied instructional strategies that are scientifically research-based.</i>
EE1C-3.02	<i>All teachers use instructional strategies and activities that are aligned with learning objectives.</i>
EE1C-3.03	<i>All Teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i>
EE1C-3.04	All Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
EE1C-3.05	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
EE1C-3.06	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
EE1C-3.07	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
EE1C-3.08	<i>All teachers assign purposeful homework and provide timely feedback to students.</i>
EE1C-3.09	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.

Professional Learning Environment – Effective Teachers - School Culture

EEIIA-4.01	<i>School leadership fosters a positive school climate and provides support for a safe and respectful environment.</i>
EEIIA-4.02	School leadership implements practices that focus on high achievement for all students.
EEIIA-4.03	<i>All teachers hold high academic and behavioral expectations for all students.</i>
EEIIA-4.04	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
EEIIA-4.05	<i>All teachers recognize and accept their professional role in student successes and failures.</i>
EEIIA-4.06	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
EEIIA-4.07	<i>All teachers communicate regularly with families about individual student progress.</i>
EEIIA-4.08	All teachers and staff provide time and resources to support students' best efforts.
EEIIA-4.09	School leadership and all teachers celebrate student achievement publicly.
EEIIA-4.10	All school staff and students practice equity and demonstrate respect for diversity.
EEIIA-4.11	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

Professional Learning Environment – Effective Teachers - Student, Family, and Community Support

EEIIB-5.01	<i>Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.</i>
EEIIB-5.02	<i>All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).</i>
EEIIB-5.03	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
EEIIB-5.04	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
EEIIB-5.05	<i>All school staff timely and accurate academic, behavioral, and attendance information to parents.</i>
EEIIB-5.06	School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.
EEIIB-5.07	School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.
EEIIB-5.08	School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.

Professional Learning Environment – Effective Teachers - Professional Growth, Development, Evaluation

EEIIC-6.01	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
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EEHC-6.02	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
EEHC-6.03	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
EEHC-6.04	<i>School planning team uses goals for student learning to determine professional development priorities for all staff.</i>
EEHC-6.05	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
EEHC-6.06	<i>School planning team designs professional development that has a direct connection to the analysis of student achievement data.</i>
EEHC-6.07	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
EEHC-6.08	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
EEHC-6.09	School leadership provides adequate time and appropriate fiscal resources for professional development.
EEHC-6.10	All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.
EEHC-6.11	<i>School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.</i>
EEHC-6.12	School planning team designs professional development that promotes effective classroom management skills.
EEHC-6.13	<i>School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.</i>

Collaborative Leadership – Effective Leaders

EEHIA-7.01	<i>School leadership develops and sustains a shared vision.</i>
EEHIA-7.02	<i>School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.</i>
EEHIA-7.09	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
EEHIA-7.10	<i>School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.</i>
EEHIA-7.03	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
EEHIA-7.04	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
EEHIA-7.05	School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.
EEHIA-7.06	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.
EEHIA-7.07	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
EEHIA-7.08	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
EEHIA-7.11	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
EEHIA-7.12	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
EEHIA-7.13	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
EEHIA-7.14	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

Collaborative Leadership – Effective Leaders – Organizational Structure and Resources

EEIIB-8.01	School leadership supports high quality performance of students and staff at their assigned site.
EEIIB-8.02	School leadership designs the master schedule to provide all students access to the entire curriculum.
EEIIB-8.03	<i>School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.</i>
EEIIB-8.04	<i>School leadership ensures efficient use of instructional time to maximize student learning.</i>
EEIIB-8.05	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
EEIIB-8.06	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
EEIIB-8.07	School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.
EEIIB-8.08	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
EEIIB-8.09	<i>School leadership directs funds based on an assessment of needs aligned to the school improvement plan.</i>
EEIIB-8.10	School leadership allocates and integrates state and federal program resources to address identified student needs.

Collaborative Leadership – Effective Leaders – Comprehensive and Effective Planning

EEIIC-9.01	<i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.</i>
EEIIC-9.02	School planning team collects, manages, and analyzes data from multiple data sources.
EEIIC-9.03	School planning team incorporates scientifically based research for student learning in school improvement plans.
EEIIC-9.04	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
EEIIC-9.05	<i>School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.</i>
EEIIC-9.06	School leadership and all staff implement the improvement plan as developed.
EEIIC-9.07	<i>School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.</i>
EEIIC-9.08	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.
EEIIC-9.09	School leadership and all staff document the continuous improvement through a regular data review process.